

# Illinois P-20 Council

Data, Assessment and Accountability  
Committee (DAA)

# Here's how we'll make the most of our time together

- 1 Welcome and Introduction
- 2 Goal of the DAA Committee's ESSA Work
- 3 DAA Vision, Goals and Accountability Guiding Principles
- 4 Overview of Illinois Accountability System
- 5 Accountability in Other States
- 6 Revisit DAA Vision, Goals and Accountability Guiding Principles
- 7 Wrap Up and Next Steps

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**We have a strong cohort of people in the room today**

**Let's do a round of introductions.**

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# The DAA Committee will work to:

**Develop its accountability vision  
and principles**

**Review ISBE's proposals**

**Make recommendations to  
improve the ESSA plan**

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## Let's come to consensus on DAA's vision for education:

### Potential Vision Statement

In Illinois, we expect all students to achieve to their potential with quality instruction, opportunity and support at every step.

This means ensuring students get a strong, early start and enter kindergarten ready to learn.

It means ensuring that students are reading to learn by third grade and have mastered the math skills they need as they transition to high school.

Finally, it means completing high school with the skills necessary to thrive in college or the workforce.



# Let's come to consensus on DAA's goal for education:

## P-20 Goal Statement

Illinois aims to have 60 percent of its residents earn high quality postsecondary degrees by 2025.

## ISBE Goal Statement

Every child in the state of Illinois deserves to attend a system wherein...

- All kindergarteners are assessed for readiness.
- 90%+ of 3<sup>rd</sup> grade students are reading at or above grade level.
- 90%+ of 5<sup>th</sup> grade students meet or exceed expectations in math.
- 90%+ of 9<sup>th</sup> grade students are on track to graduate on time.
- 90%+ of students graduate ready for college or career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

# Let's define the committee's guiding principles for the state's accountability system:

**Aligned**

**Comprehensive**

**Clear**

**Consistent**

**Fair**

**Honest**

**Actionable**

**Proven**

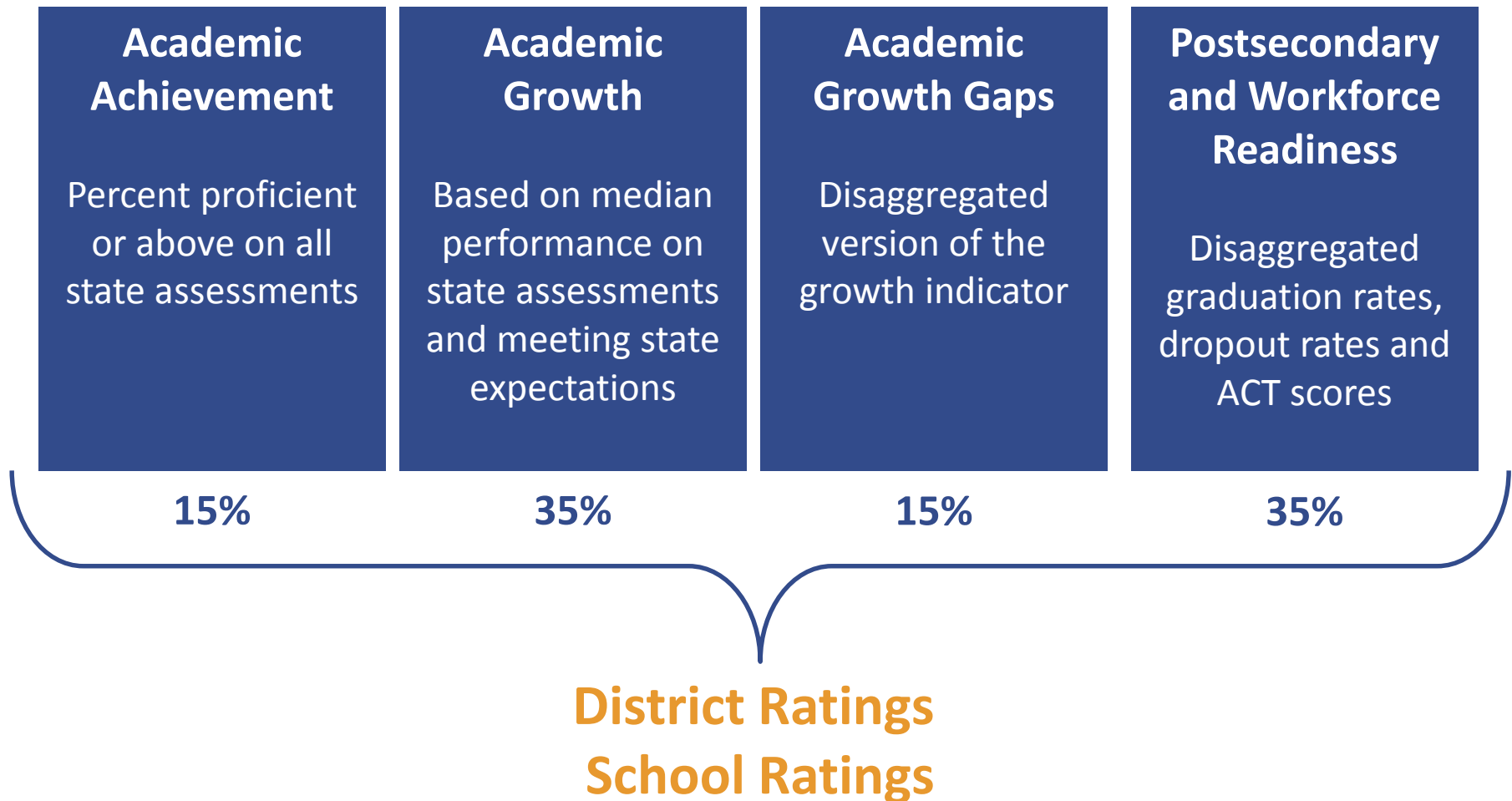
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# Illinois Overview

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# Colorado Accountability System

# The state combines four groups of indicators to create the district and school ratings that trigger interventions



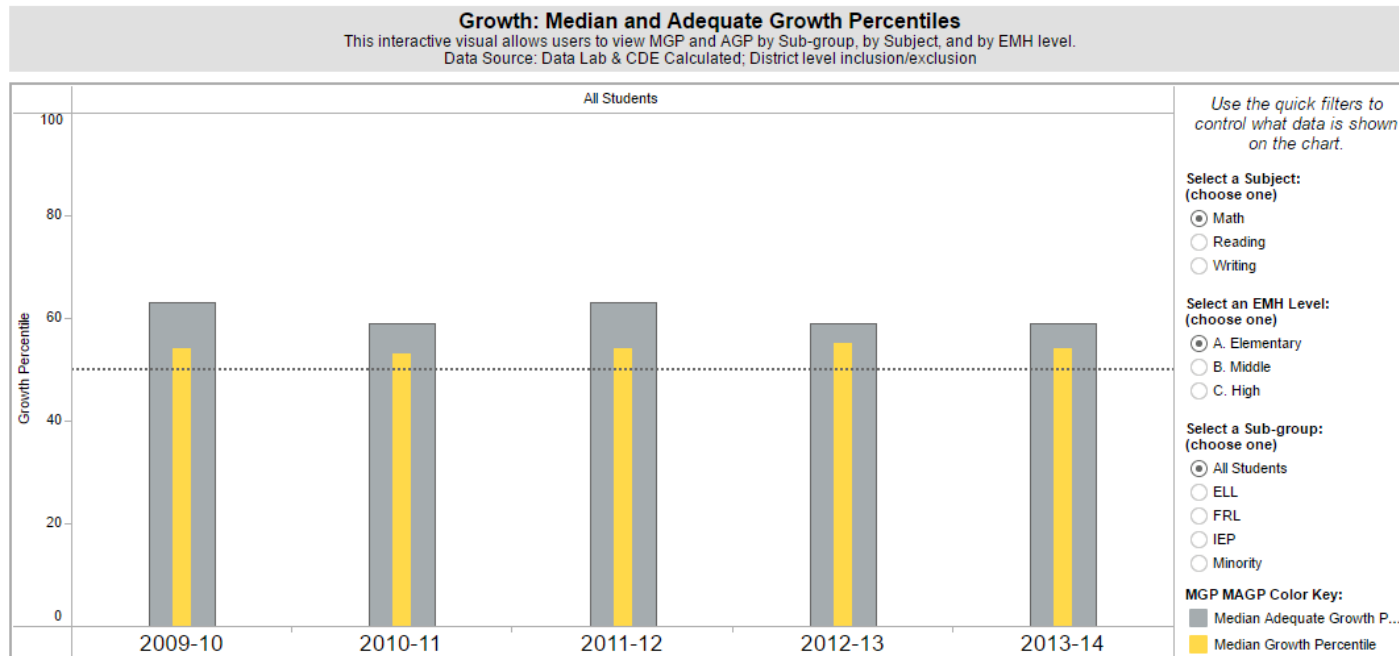
# Colorado measures growth in two ways

## Median Growth Percentile

This is the observed growth of individual students compared their peers in that grade and content area

## Median Adequate Growth

This measure tells us whether the observed level of growth was **sufficient** for those students to be, on average, on track to reach or maintain proficiency





# Massachusetts Accountability and Assistance System

# The Department of Elementary and Secondary Education (ESE) classifies schools based on student performance

- Schools and districts are classified into a level (1-5) based on a four-year trend
- Schools classified using Progress & Performance Index (PPI):
  - Achievement gap measures
  - Growth measures
  - Graduation and dropout rates
  - ELP growth
- Districts are classified based on the level of lowest-performing school
  - E.g., a district with a level 1 and level 3 school would be level 3

# Lowest performing schools received the highest levels

	<u>Description</u>	<u>ESE Engagement</u>
Commendation Schools	High achieving, high growth, gap narrowing schools (subset of Level 1)	
Level 1	Meeting proficiency gap narrowing goals (for aggregate & high needs students)	Very low
Level 2	Not meeting proficiency gap narrowing goals (for aggregate &/or high needs students)	Low
Level 3	Lowest performing 20% of schools (including lowest performing subgroups)	High
Level 4	Lowest performing schools (subset of Level 3)	Very high
Level 5	Chronically underperforming schools (subset of Level 3 & 4)	Extremely high

# Districts received increasing accountability and assistance to improve their schools

	<u>Accountability</u>	<u>Assistance</u>
Level 1	Random district reviews	Review promising practice examples
Level 2	Random district reviews	Review & revise school plans
Level 3	Selective district reviews	Complete ESE self-assessment
Level 4	Create and implement ESE-approved redesign plan for rapid implementation for school and district	
Level 5	Operate under joint district-ESE governance	

# District reviews drive classification and improvement plans

- District reviews focus on six standards:
  - Leadership and governance
  - Curriculum and instruction
  - Assessment
  - Human resources and professional development
  - Student support
  - Financial and asset management
- Districts receive a comprehensive report evaluating each standard to assist in improvement planning
- Designating a level 4 school or district as level 5 is at the discretion of the commissioner of education based on reviews

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# Next Steps